



Understanding Sexual Prejudice among Midwestern Pre-Service and In-Service Teachers:

Framing the intersectionality of Midwestern
prejudice and internationalization

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Introduction—The Problem

- Between February 2008 and June 2013, at least according to national media
 - Twenty-seven young men
 - Two young women
 - Committed suicide based on their perceived or actual gender or sexual variance
 - In the United States
 - Ranging in ages from 11 to 19
 - Included in this count was one young man from Ottawa, Canada



Introduction—The Problem (cont)

- Sexual minority youth are bullied more frequently than heterosexual youth, resulting in
 - Lower grade point averages
 - Higher absenteeism
 - Less likely to continue on to post-secondary education
 - Economic and mental health consequences for communities and society as a whole
- Teachers have more face-to-face time with children than parents (~2X)



Questions to be considered:

- How many deaths globally?
- What are the consequences in school environments for gender or sexually variant students?
- As a result, how many individuals who are gender or sexually variant look to the U.S. for refuge? Or as an alternative?



Purpose of my Research

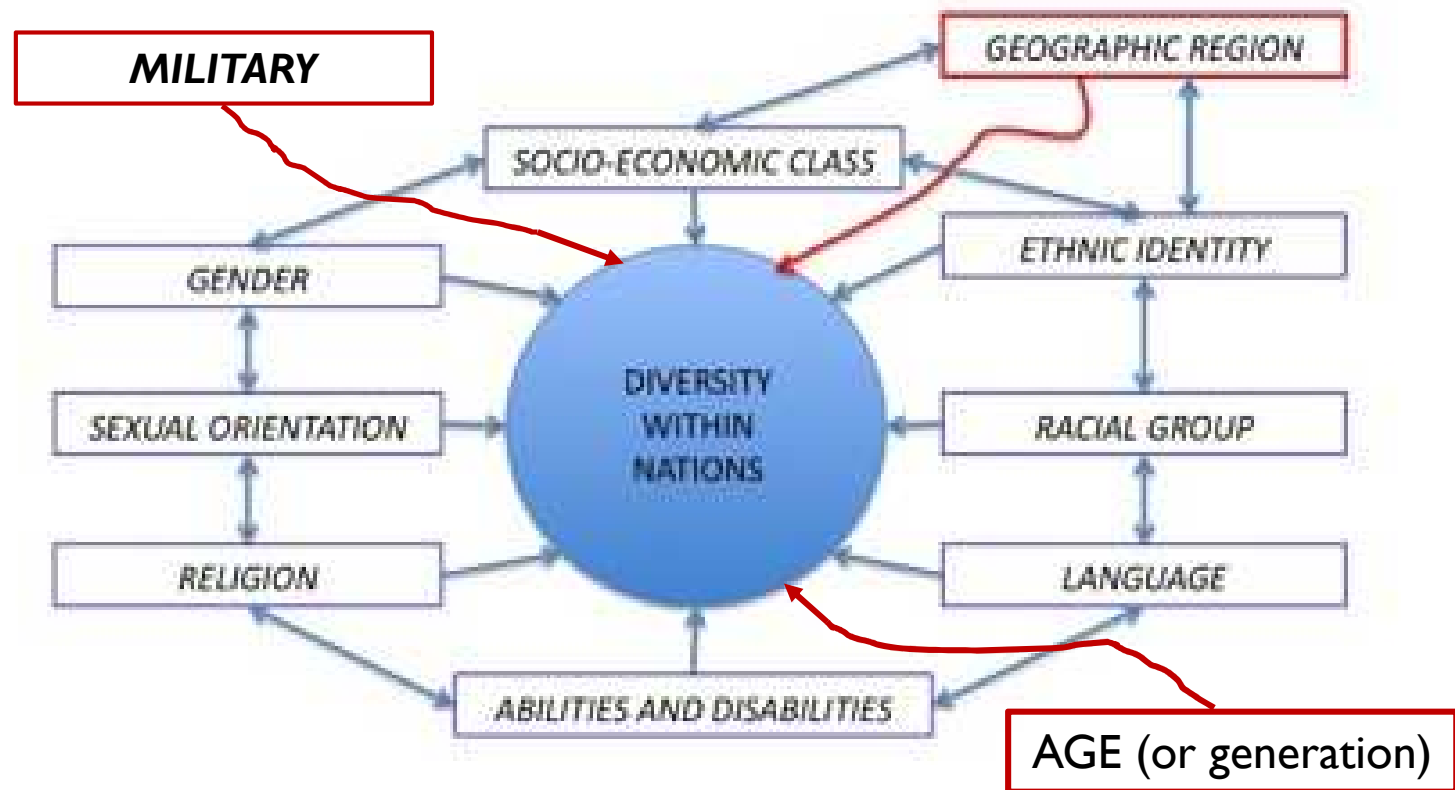
- To explore K-12 pre-service and in-service teachers' beliefs and attitudes toward students with non-heterosexual orientations
- To investigate whether the degree of sexual prejudice among pre-service and in-service teachers differed by demographic, educational, or personal characteristics
- To improve teacher preparation



Perspectives

- **Brameld**
 - social educational reconstruction
 - That education can change society
 - That education can change the lives of individuals
- **Bronfenbrenner**
 - ecological systems theory
 - That all living things, including humans, are interrelated
 - That all living things, including humans, are interconnected

Diversity for Global Citizenship



Multiple dimensions of diversity (adapted from Banks, Banks, Cortés, Hahn, Merryfield, Moodley, Murphy-Shigematsu, Osler, Park & Parker, 2005, p. 17; with permission from J.A. Banks)



Definition of Terms

- heteronormativity
 - belief that everyone is born one of only two genders (cisgender), male or female
 - belief that everyone will be attracted to someone of the opposite gender or sex



Definition of Terms

- sexual minority
 - gender creative, gender variant, or gender non-conforming
 - transgender or genderqueer or ???
 - non-heterosexual or sexually variant
 - asexual, bisexual, gay, lesbian, pansexual
 - intersex
 - questioning

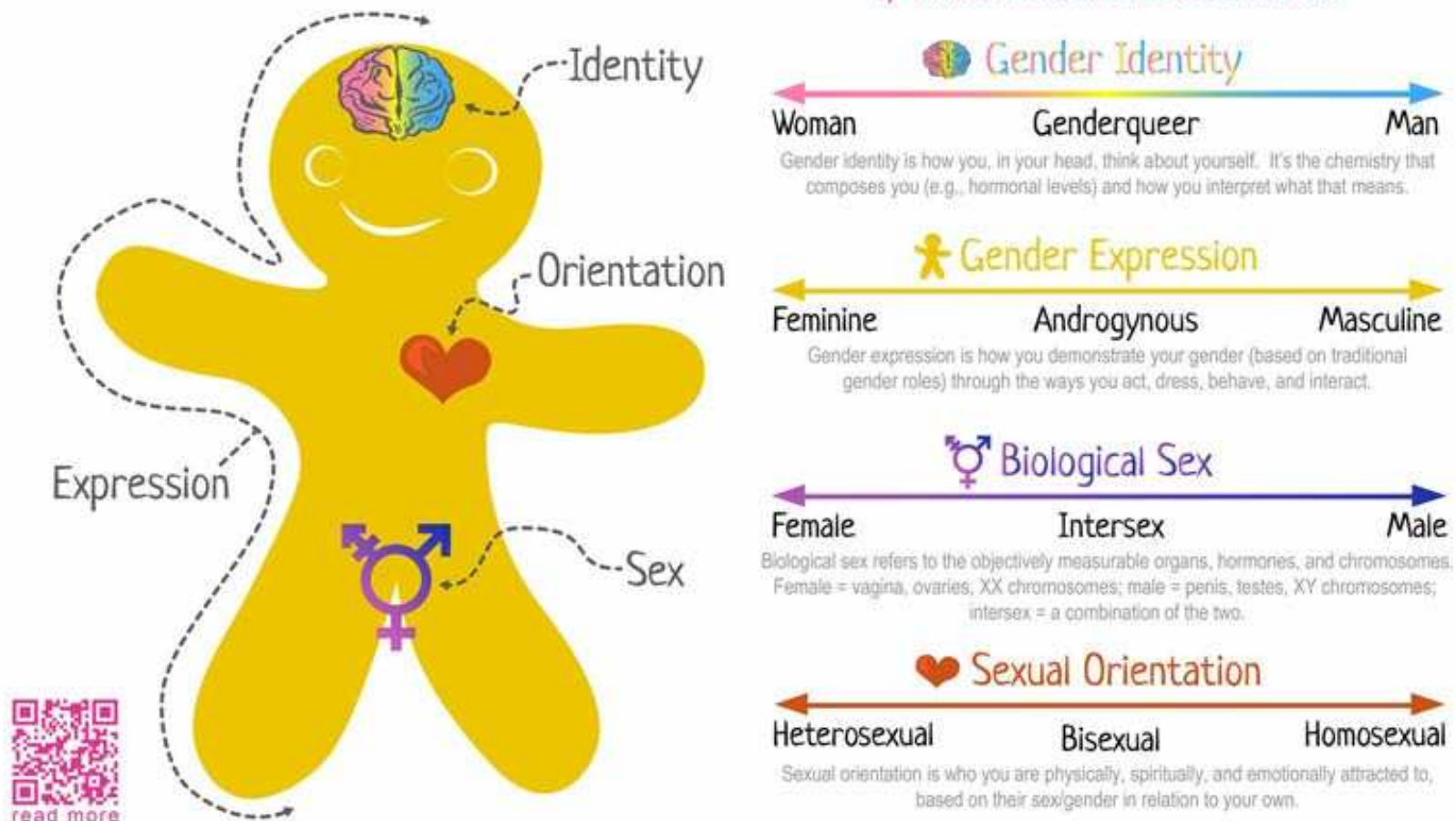


Definition of Terms

- sexual prejudice (Herek, 2000)
 - all negative attitudes based on sexual orientation; preferred over homophobia
 - an attitude (evaluation or judgment)
 - directed at a social group and its members
 - negative, involving hostility or dislike

The Genderbread Person

by www.ItsPronouncedMetrosexual.com



(adapted by Sam Killermann, 2013, from original materials attributed to Cristina Gonzalez, Vanessa Prell, Jack Rivas, and Jarrod Schwartz)



Questions to be considered

- What does diversity mean in other countries?
- What does global citizenship mean to an international student?
- How would our understanding of heteronormativity, sexual minority, and sexual prejudice change?



Theoretical Framework

- Foucault
 - regimes of truth; power relations
 - reproduction of heteronormativity by the military, the monastery, the school, and the manufactory
 - capitalism, nuclear family, steady supply of workers
- Poststructuralism
 - grand narratives like heteronormativity are rejected
- Kumashiro
 - education critical of privileging & othering; education that changes students & society



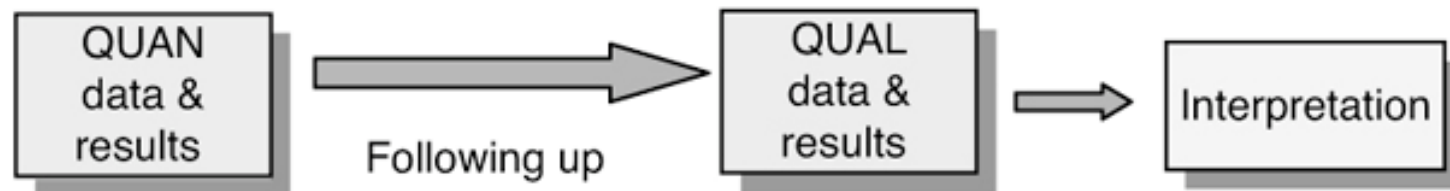
Research Questions

How can pre-service and in-service teachers' preparation be improved to provide equal and equitable experiences for sexual minority youth in a multicultural society?

- 1) What are the beliefs and attitudes of K-12 pre-service and in-service teachers regarding sexual minorities?
- 2) What experiences do K-12 pre-service and in-service teachers have with sexual minorities?
- 3) What can teacher education programs do to raise awareness about sexual minorities in K-12 education?

Methodology

- sequential-explanatory (Creswell, 2003)
 - quantitative – The Modern Homophobia Scale; The Subtle & Overt Prejudice Toward Homosexuals Scale; personal information
 - qualitative – semi-structured, open-ended Qs
- issues to address w/sequential-explanatory
 - sampling, participant selection, contradictory findings



(Creswell & Plano Clark, 2008)



Quantitative Phase

- RQ#1: Beliefs and Attitudes
 - A survey was developed from 9 items of The Modern Homophobia Scale and 15 items of The Subtle & Overt Prejudice Toward Homosexuals Scale
 - Dependent variable: PREJUDICE
 - Independent variables:
 - Demographic: gender, race/ethnicity, age, geography
 - Educational: teacher edu status, license sought, content area, previous multicultural edu
 - Personal: political, religious, sexual orientation, non-heterosexual friends, coworkers, family members, finished



Important Findings from the Quantitative Phase

- Demographic variables were not statistically significantly associated with PREJUDICE
 - Trends (*n.s.*)
 - Rural > Suburban/Urban
 - pre-service Males < Females but in-service Males > Females (age-related?)
 - Older pre-service (46-55yo) > youngest (≤ 25 yo)
 - Youngest in-service (≤ 25 yo) > all other groups



Important Findings from the Quantitative Phase

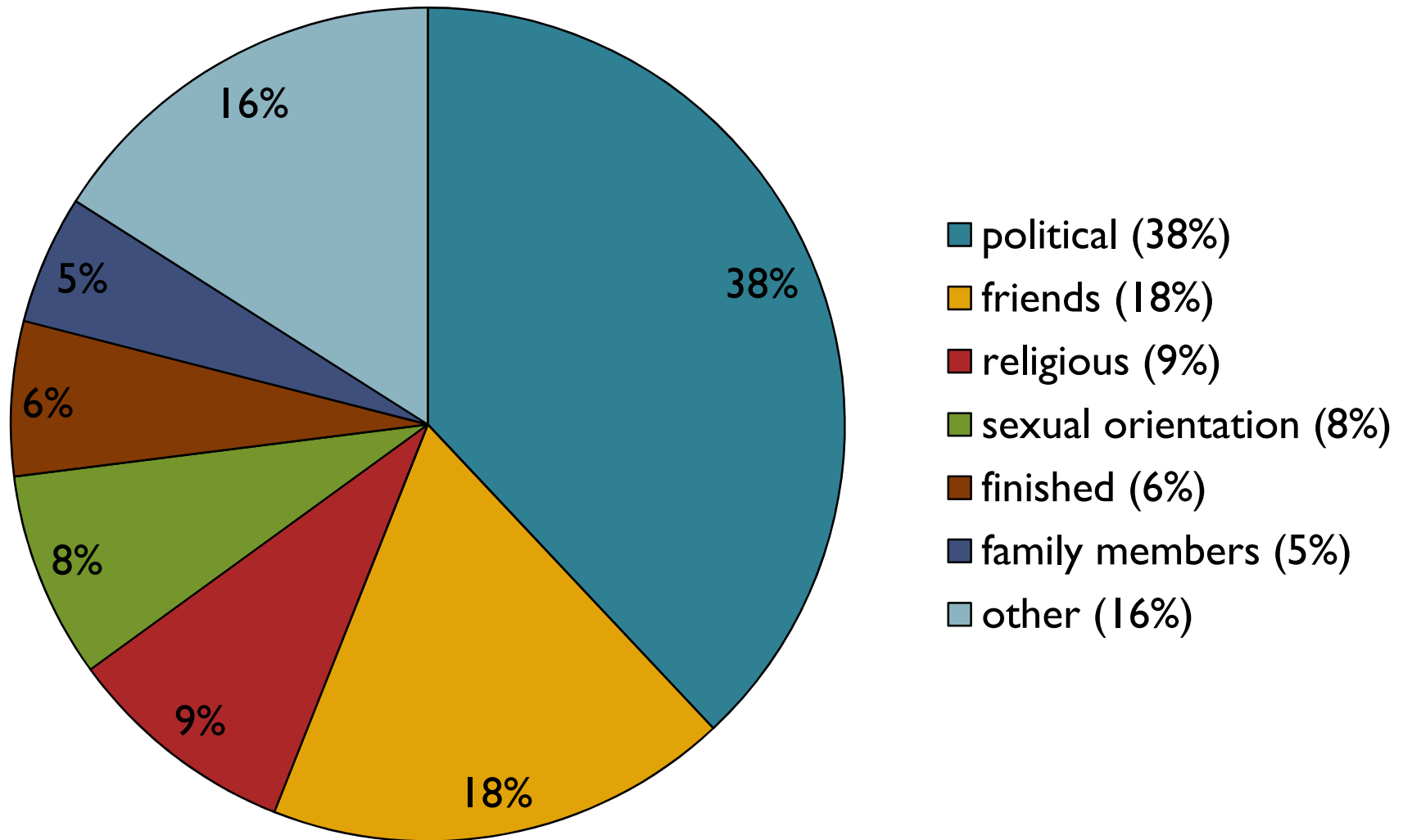
- Educational variables were not statistically significantly associated with PREJUDICE
 - Pre-service completing THREE multicultural education courses > none, $p = .038$, *eta squared* = .091 (medium)
 - Trends (*n.s.*)
 - Elementary Education > Secondary, Other for license sought and for teaching content area
 - Sexual Orientation coursework content:
 - One, two, three completed courses > none



Important Findings from the Quantitative Phase

- Personal variables were statistically significantly associated with PREJUDICE
 - Approach One: Testing of overall group means
 - 74% of Total Variance in PREJUDICE accounted for
 - Approach Two: Hypothesis testing
 - Pre-Service:
 - Conservative > moderate, somewhat liberal, liberal
 - Christian > non-Christian or non-affiliated
 - Heterosexual > non-heterosexual
 - None > Non-heterosexual friends, coworkers, family
 - In-Service:
 - Christian > non-Christian or non-affiliated

Important Findings from the Quantitative Phase



Total Variance in PREJUDICE accounted for by Personal characteristics



Qualitative Phase

- RQ#1: Beliefs and attitudes
- RQ#2: Experiences with sexual minorities
- RQ#3: Improving teacher preparation
 - These topics were addressed with semi-structured, open-ended interview questions.
 - Twenty-four survey participants volunteered to be interviewed; only seventeen actually made an apt
 - Transcribed interviews were entered in NVivo 10
 - Analysis of qualitative data was conducted



Important Findings from the Qualitative Phase

- Some pre-service and in-service teachers stepped outside their conservative and/or Christian socialization
- Having non-heterosexual friends and family members appeared to sensitize qualitative participants to social justice issues
- Teachers learned about gender and sexual variance through life experiences, not from formal educational interventions
- More than half of qualitative participants were in an ally development process



Questions to be considered

- How does religion influence sexual prejudice in other countries?
- What does multiculturalism mean to an international student?
- How would a political viewpoint toward multiculturalism be interpreted by an international student?
- What is the influence of non-heterosexual friends, coworkers, and family members in other countries?



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